

**The Report of the
Accreditation Visiting Team**

**Great Basin High School
(Clearfield Jobs Corps Center)
20 West 1700 South
Clearfield, Utah 84016**

April 26, 2007



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Great Basin High School
(Clearfield Job Corps Center)
20 West 1700 South
Clearfield, Utah 84016**

April 26, 2007

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education.....	iii
Davis School District Board of Education and District Administration.....	1
Great Basin High School Administration and Staff.....	2
Great Basin High School Mission Statement and Belief Statements.....	3
Members of the Visiting Team	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	5
Chapter 2: The Self-Study Process	6
Chapter 3: Instructional and Organizational Effectiveness.....	7
Shared Vision, Beliefs, Mission, and Goals.....	7
Curriculum Development.....	8
Quality Instructional Design	8
Quality Assessment Systems	9
Leadership for School Improvement.....	10
Community Building.....	11
Culture of Continuous Improvement and Learning	11
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards	12
Chapter 5: School Improvement Efforts – Action Plan	12
Chapter 6: Major Commendations and Recommendations of the Visiting Team	13

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 26, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Great Basin High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Santiago Sandoval is also commended.

The staff and administration are congratulated for their desire for excellence at Great Basin High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Great Basin High School.

Patti Harrington, Ed.D.
State Superintendent
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John Swain	Supervisor, Transportation and Maintenance
Kathie Bone	Director, Elementary Education
John Swain	Supervisor, School Lunch

GREAT BASIN HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Santiago Sandoval..... Principal
Randall Anderson.....Academics Manager/Assistant Principal
Gary Vista.....Center Director
Hank Owens.....Deputy Center Director

Counseling

Reyna Logan Director, Student Services

Counselors

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TBD.....Media Center Specialist
Lydia Stevenson.....CTE Coordinator

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David Davies	Glory Johnson-Stanton	Peter Schacht
Michael Feeney	Susan Jordan	Kelby Van Beekum
Peter Gallegos	Georgette Le Tourneau	Linda Whitney
Bert Hansen	Sheldon Manning	

GREAT BASIN HIGH SCHOOL

MISSION STATEMENT

The mission of Great Basin High School is to maintain a learning environment in which students will acquire the reading, math, writing, social, and life skills necessary to compete successfully in the workforce.

BELIEF STATEMENTS

1. Students have the right to learn, and instructors have the right to teach in a safe, healthy, respectful, and non-threatening environment where diversity is recognized and appreciated.
2. Students can acquire the skills, knowledge, and attitudes that will make them employable.
3. Students are best prepared for the workplace through a CDSS system that uses integrated classroom instruction of academic and vocational skills, work-based learning opportunities, and connecting activities.
4. The use of drugs and alcohol, threats, sexual harassment or discrimination, violence and gang related activities are detrimental to learning and are not tolerated.
5. Alternative approaches and methods for teaching and assessing students with different learning styles and abilities are necessary.
6. Students are responsible for their learning, behavior, and the consequences of their decisions and actions.
7. Students can learn through participation in service projects and work-based learning sites that contribute to the community and environment.
8. The development of educational employability skills is critical to students' future successes; they must be modeled and practiced.

MEMBERS OF THE VISITING TEAM

Ted P. Lovato, Consultant, Utah State Office of Education, Visiting Team
Chairperson

Dr. Steve Chadaz, Dale Young Community High School, Box Elder School
District

Joe Kelly, Landmark High School, Nebo School District

VISITING TEAM REPORT
GREAT BASIN HIGH SCHOOL
(Clearfield Job Corps)

CHAPTER 1: SCHOOL PROFILE

Great Basin High School is a residential program dedicated to providing academic and vocational opportunities to disadvantaged youth from all over the United States; many have had difficult times in their lives. Great Basin High School is a school within a school on the campus of Clearfield Job Corps Center, a program funded by the U.S. Department of Labor. The Clearfield Job Corps Center consists of up to 1,300 students, of whom 150 are students of Great Basin High School.

As a nontraditional high school, Great Basin provides training and education to help students obtain meaningful employment or post-secondary education, or enter military service; the school helps all students become life-long learners and contributing members of society. Members of the veteran staff are competent, open-minded, and willing to improve their teaching skills.

a) *What significant findings were revealed by the school's analysis of its profile?*

The self-study has been an impetus for the school's action plans, which include improvement of adult reading, writing, math, and employability skills. The self-study was "a great experience" for the staff and will result in better collaboration and teamwork.

b) *What modifications to the school profile should the school consider for the future?*

Through the self-study, some definite trends that should be dealt with in the future, such as the students' lack of adult-level reading, writing, and math skills; the need to improve employability skills; and the need for the school's staff to be trained in the areas of English as a Second Language (ELL) and special education.

Suggested Areas for Further Inquiry:

- Provide cross-training and collaboration within departments to help other teachers improve teaching skills.
- Hire highly qualified teachers in the content areas that are needed.
- Organize the action plans and extend them in order to fulfill each action item.

- Reinforce the Comprehensive Guidance Program standard as required by the state of Utah.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Great Basin High School has a unique and difficult challenge in involving the total school community in the school. Needless to say, the self-study lacked enough parental/guardian to provide useful data for the school. The school's self-study indicates that parent/guardian involvement is almost nonexistent "because parents choose not to and it would be unfair to the parent to draw conclusions as to why this is the case." (Most of the parents/guardians are not residents of the local community, and the data show most students are from out of state.)

Students and teachers participated in the NSSE Opinion Inventories. A high rate of return was reported.

Within the local community, local businesses, residents, community organizations, and work-based learning sites were asked to give their personal opinions of Great Basin High School students.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school staff gained a considerable amount of knowledge from the large amount of data collected. The data made it clear the school had challenges to meet, and made the staff aware of changes and improvements that need to be made.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Great Basin High School's desired results for student learning (DRSLs) are as follows:

1. Students will demonstrate adult level skills in reading, writing, and mathematics.
2. Students will demonstrate mastery of CORE concepts and skills in each

academic area.

3. Students will master vocational skills and integrate academic concepts in their respective area of training.
4. Students will acquire work ethics through consistent demonstration of employability skills. The national Job Corps employability skills are as follows: grooming and hygiene, punctuality, communications, responds to supervision, follows instructions, listens accurately, job quality, work initiative, cooperativeness, works well with others, goal attainment from last evaluation, and adhering to principles of the normative culture.
5. Students will be responsible citizens of the center, community, and nation.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

Great Basin High School is part of the larger Job Corps on-site program. This program is a federally funded Jobs Corps site, with several programs on site involving up to 1,300 students overall, of whom 150 are enrolled in Great Basin High School. Great Basin High School involved all stakeholders in the shared vision of the academic program. Administrators, teachers, online counseling staff, vocational program leaders, and the student leadership were all involved in the process.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's beliefs are centered on the philosophy that all students can learn when provided with an environment that is safe and structured, with accountability as part of the overall program. The school also believes that optimal learning occurs when students are exposed to diversity and a variety of learning opportunities.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's DRSLs have grown as a direct result of the establishment of the mission statement and belief statements. The DRSLs for students also deal with developing academic competency and vocational competency while demonstrating responsibility and consideration for others.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Courses taught at Great Basin High School are aligned with the Utah Core Curriculum. The Utah Life Skills standards are taught extensively as part of the larger vocational and campus life skills program.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The DRSLs are woven into several objectives and units in each subject area, and are addressed in academic and remedial classes. The DRSLs are also integrated in the extensive vocational/job training program of the school.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Great Basin staff uses a variety of learning modalities in the instructional process. Hands-on learning, real-life learning, and practical learning exercises are used on a regular basis. These types of learning are embedded into the culture of the overall program. The Visiting Team observed many one-on-one teaching experiences, as needed with these at-risk students.

Teaching styles vary from teacher to teacher, but most teachers place an emphasis on higher-level thinking skills and the real-life application of those skills. The teachers agree that for most of their students, Great Basin High School will be the last educational (academic) opportunity that they will have; thus, the teachers try to promote thinking, application, and evaluation in their teaching.

The staff members feel they can do a better job in this area because other activities take place during their ninth period class, which “shorts those students 10 to 20 percent of their learning time and teachers’ instruction time.”

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The staff is fully aware of the many challenges these students present, and thus are pragmatic in the approaches used with the students. Several different

programs and learning opportunities are made available in an attempt to effectively teach the students. Learning experiences range from traditional lecture to an in-house online course lab. Remedial instruction for students who do not pass the Utah Basic Skills Test (UBSCT) is available to students, as is a “UBSCT Prep” course taught to prepare first-time takers of the test.

The Visiting Team observed that learning is taking place in small-group and one-on-one settings.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Remedial classes are offered for students who do not pass the UBSCT. Course objectives are competency based. Students are provided with remediation and extra help until they can master the required material.

Teachers offer opportunities for tutoring after school. In addition, peer tutors and peer coaches are utilized to assist students as needed.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

When surveyed, 66 percent of the staff members felt that the development of assessments of student learning is based on a clear definition of the type of achievement to be assessed, and that the performance standards for evaluating them were functional. Eighteen percent felt they were doing an “exemplary” job with assessment practices.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The majority of the staff members (61 percent) feel they are doing a “functional” job with this assessment issue, while 18 percent feel they are “exemplary,” and 19 percent feel that they are achieving only a “limited” level of performance with this assessment indicator.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The staff could do a better job designing, developing, and using assessments in a fair and equitable manner, as 82 percent of the staff members surveyed stated.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The principal has excellent autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and desired results for student learning (DRSLs). He is a highly qualified veteran and proven educator who treats the staff with respect and expects all to work hard in meeting the many needs of these diverse learners.

The Academic Manager has 33 years' experience at the Job Corps, and is truly competent in what he does as a leader for an effective instructional climate.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The principal and academic manager provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning. Data collected in the self-study will continue to assist each content area and be reviewed periodically to improve each core subject.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The administrative team monitors progress in student achievement and other instructional effectiveness through a report card system kept in the faculty conference area. This progress is reviewed in staff meetings and posted on the board for review and reflection.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The principal is actively involved in the budgetary process, including development and implementation of resources in the school. A safety plan is in effect and is reviewed with the staff. The principal has an orderly process for selecting the most appropriate areas upon which to focus improvement efforts.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The principal and academic manager seem to collaborate often, and both are competent in their decision making. Their diverse experience and expertise allow

them to have meaningful roles in the decision-making process to promote an atmosphere of participation, responsibility, and ownership.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The various decision-making processes are accorded to students, staff, and community members (where applicable) to promote ownership of the Great Basin High School program—but, because of logistics involving parents, it is very difficult to monitor. The principal is very open-minded and proactive regarding the shared governance process.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Great Basin High School staff fully realizes that its school-to-parent situation is a continual challenge due to the reality of the school's setup. These impoverished students come from all parts of the United States, and many do not have the "traditional" home life that is experienced by the student who attends a public or private comprehensive high school. It was made clear in the self-study that there is "almost no parent involvement (by their own choosing) in their student's education while in Great Basin H.S."

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Students of Great Basin High School are afforded wonderful opportunities for personal growth away from the school campus. The Visiting Team, through the self-study, learned that the students have participated in service projects such as Habitat for Humanity in New Orleans, work on Antelope Island and at Syracuse City Park and Museum, tutoring in local elementary schools, Head Start programs, volunteering at Ogden Parkway and Dinosaur Park, and catering business meetings in the community.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

It appeared to the Visiting Team that Great Basin High School has resources

available, provided by the Department of Labor, to assist all school personnel with professional growth, but that more effort is needed due to the fact that the Job Corps Center has many students needing special accommodations. Some staff members expressed frustration with their lack of formal education in teaching students with disabilities, and most sincerely want to be trained to better meet the needs of special needs students.

In other areas of comprehensive and ongoing professional development, 77 percent of the staff members feel that there is a commitment, by the Center, to continuous improvement.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It was observed by the Visiting Team that the majority (79 percent) of the Great Basin High School and the other Center's staff believe that there is a commitment to continuous improvement. There is a general feeling that the Center supports the work of individuals and groups responsible for implementing initiatives.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

The Great Basin High School is in compliance with all NAAS standards for accreditation. Over the years, the school has worked diligently to maintain the accreditation standards as outlined by the NAAS and the Utah State Office of Education. The school's curriculum is aligned with the Utah State Core Curriculum. All professional educators are properly licensed and endorsed for their particular assignments, in accordance with Utah state requirements. The school is financially viable and ethical in its business practices. Great Basin High School has created a culture of continuous improvement that supports student achievement.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Several different action steps are listed in each action plan. There is an identified time line, resources needed, person responsible, and evaluation criteria for each action step. The action plans should prove effective in the school improvement process.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Extensive resources and time are evident in the action plans listed. The implementation of this plan will require participation by all of the staff at Great Basin High School.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

A set plan for the evaluation of the action plan is listed in the self-study. Several criteria are listed to evaluate each action plan. The follow-up process seems adequate and will assist in the school improvement process.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the members of the Great Basin High School staff on the professional presentation and content of their self-study.
- The Visiting Team commends the entire professional staff of Great Basin High School for the school's caring, nurturing, and personal approach with all students. It is obvious to the Visiting Team that the school is student-centered.
- The Visiting Team commends the Department of Labor, Davis School District, and Great Basin High School for the overall support and education of students.
- The Visiting Team commends the Great Basin High School for making progress in meeting the needs of special education students and all those needing special accommodations.
- The Visiting Team commends the Great Basin High School staff for meeting the many diverse educational needs of students and finding alternative ways for students to achieve academic success leading toward graduation.
- The Visiting Team commends Great Basin High School, in association with the Clearfield Job Corps, for providing outstanding vocational training and job enhancing opportunities for graduates. Employment follow-up procedures are a positive attribute of the program.

Recommendations:

- The Visiting Team recommends that the action plan time line be extended so as to avoid rushing the quality associated with the plan.
- The Visiting Team recommends that the school's mission statement, beliefs, and desired results for student learning (DRSLs) be made known to all stakeholders, and be posted throughout the school in an attempt to integrate those principles into the school culture.
- The school needs to reinforce the Comprehensive Guidance Program standards and utilize certified guidance personnel to drive the overall effort.
- The Visiting Team recommends support of the continued increase in ELL and special education training for the staff.
- The Visiting Team observed that the small class sizes are conducive to the quality education of Great Basin High School students; thus, every effort must be made to keep the teacher-pupil ratio the same as it is.